

**Texas Education Agency
Standard Application System (SAS)**

2014-2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here. 2014 MAY 20 PM 2:37 Document Control Center Texas Education Agency
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Houston Independent School District	Vendor ID # 74-6001255	Mailing address line 1 4400 W. 18 th Street	
Mailing address line 2	City Houston	State TX	ZIP Code 77092
County- District # 101912	Campus number and name 019/Worthing High School	US Congressional District # TX-018	DUNS # 061292124
Primary Contact			
First name John	M.I. W	Last name Modest	Title Principal
Telephone # 713.733.3433	Email address jmodest@houstonisd.org	FAX # 713.731.5537	
Secondary Contact			
First name Annetra	M.I. A	Last name Piper	Title Manager, Grants
Telephone # 713.556.6785	Email address apiper@houstonisd.org	FAX # 713.556.7023	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Terry	M.I. B	Last name Grier	Title Superintendent of Schools
Telephone # 713.556.6300	Email address HISDSuperintendent@houstonisd.org	FAX #	
Signature (blue ink preferred)			

Date signed
5-14-14

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information		
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	Request for Amendment	<input checked="" type="checkbox"/>	N/A
5	Program Executive Summary	N/A	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup (ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the A Grant Opportunity schedule. An amendment is effective on the day TEA receives it in substantial form. An amendment is not effective until it is approved by TEA.

Part 2: When an Amendment Is Received

For all grants, regardless of dollar amount, a written amendment is required to make certain changes to the application. Refer to the "When an Amendment Is Received" guidance in the Amendments section of the Division of Grants Administration Grant Management manual to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4.

Part 3: Review

				A	B	C	D
#	Schedule #	Class Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total	
1.	Schedule #1: Personnel	6100	\$	\$	\$	\$	
2.	Schedule #2: Contracted Services	6200	\$	\$	\$	\$	
3.	Schedule #3: Supplies and Materials	6300	\$	\$	\$	\$	
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$	
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$	
6.	Total direct costs:		\$	\$	\$	\$	
7.	Indirect cost (%):		\$	\$	\$	\$	
8.	Total costs:		\$	\$	\$	\$	

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Worthing HS is applying for the Texas Title I Priority Schools, Cycle 3 grant because we desire to improve the educational attainment of our students. Currently, Worthing HS received the designation of Improvement Required from the Texas Education Agency (TEA) as shown on the Texas Academic Performance Report (TAPR) 2012-13. The STAAR End of Course (EOC) shows that our students did not fair well on the EOC for any subject. See Table 1 below.

All Students % Satisfactory – STAAR End of Course (EOC) Worthing HS

Courses	2011-12	2012-13	Courses	2011-12	2012-13
Algebra I	34	41	English I Reading	34	33
Geometry	90	54	English I Writing	15	17
Algebra II	N/A	78	English II Reading	N/A	38
Biology	67	58	English II Writing	N/A	15
Chemistry	*	41	World Geography	49	48
			World History	N/A	35

Source: Texas Academic Performance Report (TAPR) 2012-13 *masks low numbers to prevent student identification

This grant will benefit our students by bringing additional supports and resources to them that they have not previously had access to. The transformation of school culture for students, teachers, school staff, parents, administrators, and the school community of Worthing High School will drive high academic attainment and safety for all. Our goals are simple: 1) Improve Academic Performance; 2) Increase the Use of Quality Data to Drive Instruction; 3) Increase Leadership Effectiveness; 4) Increase Learning Time; 5) Increase Family and Community Engagement; 6) Improve School Climate; and 7) Increase Teacher. Each of these goals are in alignment with the grant and with the district goals.

In order to accomplish these goals and objectives, Worthing HS will: establish non-negotiable high expectations for all learners through an Instructional Coach team model for each Academic core subject area; work to raise teacher effectiveness through intentional collaborative planning, modeling of instruction, supporting the Professional Learning Community (PLC) structure for rigorous and relevant instruction; establish a freshman academy for all first time 9th graders; provide professional development to teachers on becoming an academic coach with the ability to "check and connect" with students; assign an academic coach to all students who will meet each day with students; and address "literacy across the curriculum" to allow all teachers, not just our English teachers, to focus on reading and writing activities designed to improve literacy skills, including diagnosing for literacy needs and creating a personal literacy plan will be created based on each student's needs. Worthing will focus on community involvement through parent and family engagement using both traditional and non-traditional methods and work to build partnerships with community organizations to support parent education and involvement. Worthing HS will establish the Colts Success Academy to provide students who are at risk of academic failure with intensive interventions and supports in core instructional areas and reduce the risk of dropout for over age/under credit students and those students who are missing core academic requirements. The Colts Success Academy will be offered during the school day, after school, and on Saturdays. Students in the program work closely with teachers (individually or in small groups) to receive targeted intervention and to complete coursework for on-time graduation. Additionally, Worthing HS will redesign the school into career focused learning communities for Health Sciences, Veterinary Medicine, Hospitality and Tourism, and Informational Technology. Each career focused learning community will be based on the Linked Learning philosophy.

The budget was developed based on the needs of the campus. As stated in the grant, the demographics of the school are: African American – 89.3%; Hispanic – 9.6%; and White - 1% with 76.6% of the students receiving free or reduced priced meals. Based on our demographics, there is a need to provide some culturally responsive teaching and resources for our campus; therefore, it is included in the budget. Additionally, because our reading scores are low, four reading instructional coaches have been included in the budget to assist with the job-embedded coaching that will occur during classroom time and during professional learning communities (PLCs), as well as ten academic tutors, that we refer to as fellows. Although the math scores are low as well, the district has invested in our school by providing ten academic math tutors/fellows for the students. Our students have not performed well in the ninth grade, so we are providing a ninth-grade academy with lower class sizes so that students can receive more personalized instruction from highly qualified teachers. The budget includes teachers to support the ninth grade academy. We have requested funds for a program manager/administrator to oversee the project. Additionally, because data will drive our instruction, we have included a data analyst in the budget to provide the data and other information to teachers that they can use to guide their work.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The budget also includes funding for a counselor because there is a gap in services and a real need to include counselors for students on the campus with multiple socio-emotional needs. Parents are also a vital component of this project; therefore, a parent liaison is included in the budget to oversee parenting programs and projects and to operate the Parent Center. Worthing HS will extend the school day and the school year. The District will provide funds for the school to extend the school day by one hour and the school is requesting funds from this project to extend the school year by one week at the end of the year and one week at the beginning of the year. Extra-duty pay funds are needed for the daily rate of pay for teachers in order to support that initiative. Extra-duty pay has also been included for training and professional development for teachers. Funding for substitutes is also included for teachers who attend professional development off-campus during the school day. Professional Contracted services will include funds for teacher professional development in reading, math, science, technology (personalization), cultural proficiency, student leadership, student and school safety, and online software support. Supplies and materials include tools, supplies, and materials that will support STEM and reading. Limited travel will occur. The travel will encompass college visits and career/job related experiences for students, externships for teachers so that they are familiar with what they are teaching, and mandatory travel for this project. This is also limited travel for professional development and conferences that relate to the purpose of the grant. The district also supports the school through its PowerUp initiative paid for through district funds, where every student receives a laptop. In order to support the students, laptops are included for teachers, especially those in the ninth grade academy that will focus on personalized learning. Additional capital outlay will support this work with white boards and other tools that increase learning opportunities for students.

The needs assessment process was designed by school leadership, led by the principal, teachers, parents, community members, and students. This group will meet quarterly during year one and each semester during the second and third years of the grant to determine if changes are needed in the program. The group will use data to determine if the strategies are effective. The final decision for change will belong with the school leadership, although input will be strongly encouraged from the group. Based on the demographics of the students, Worthing HS needs to build strong teachers, and research-based strategies that support job-embedded professional development will help drive the way they grow teachers, using Professional Learning Communities as a way to support that learning.

The program will be managed by a program manager/program administrator who will report directly to the principal. Monitoring of the TTIPS transformation project at Worthing HS will occur on several levels. On the most basic level, students will be responsible for monitoring their progress through mechanisms such as six-week portfolios, daily journals, and electronic databases. Content area team leaders, teachers, tutors, and advocates will periodically monitor student progress using student progress checklists, standardized progress reports, preliminary diagnostics, and biweekly post-tests to assess progress. Teachers will also continually monitor and document student achievement and schedule interventions as needed. The interventions will be built into the extended-day to ensure timely impact. The principal and his team will provide direct oversight and management of the project. The school's School Support Officer (SSO) will provide support to the principal, the Chief School Officer will provide direct oversight of the principal and school, with leadership and guidance from the Chief School Support Officer and Superintendent.

The proposed project's evaluation plan includes both formative and summative components to ensure ongoing monitoring for continuous improvement. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the program manager. The program manager will work closely with the HISD Research and Accountability Department (R&A) to facilitate the implementation and monitoring of the proposed project. With assistance of the HISD R & A Department, the program manager will report, where appropriate on a quarterly and end-of-year basis, both formative and summative program findings to the Campus Principal and school staff, parents and community members, key partners, the Houston ISD Superintendent of Schools and Board of Trustees, and TEA.

This application completely and accurately answers all TEA requirements. The strategic intent of the Houston ISD is to transform persistently low performing schools and to close the achievement gap between student groups. The district is committed to finding resources through Title 1, foundations matching grants and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued and can develop relationships with their educators and to continue funding these efforts when the funding ends.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101912	Amendment # (for amendments only):
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$3,869,637	\$	\$3,869,637	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,281,000	\$	\$1,281,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$300,000	\$	\$300,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$65,000	\$	\$65,000	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$183,500	\$	\$183,500	\$
Total direct costs:			\$ 5,699,137	\$	\$ 5,699,137	\$
3.126% indirect costs (see note):			N/A	\$132,375	\$132,375	\$
Grand total of budgeted costs (add all entries in each column):			\$ 5,699,137	\$132,375	*\$5,831,512	\$

Administrative Cost Calculation

Enter the total grant amount requested:	\$5,831,512
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$ 284,957

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$ 1,953,154	\$ 1,940,654	\$ 1,937,704	*\$5,831,512

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 101912			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional						
1	Teacher		6		\$1,036,800	\$
2	Educational aide				\$	\$
3	Tutor (Reading)		10		\$403,920	\$
Program Management and Administration						
4	Project manager		1		\$201,000	\$
5	Instructional Coach		4		\$691,200	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk		1		\$76,104	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor		1		\$180,000	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator		1		\$90,000	\$
Other Employee Positions						
21	Title				\$	\$
22	Title				\$	\$
23	Title				\$	\$
24	Subtotal employee costs:				\$2,679,024	\$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$24,000	\$
26	6119	Professional staff extra-duty pay			\$600,000	\$
27	6121	Support staff extra-duty pay				\$
28	6140	Employee benefits			\$566,614	\$
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$1,190,613	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$3,869,637	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service: Credit Recovery , Dropout prevention		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service: Support Students who need credit recovery				
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award	
1	Contractor's payroll costs: # of positions:		\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$	
	Contractor's supplies and materials	51,000	\$	
	Contractor's other operating costs	\$	\$	
	Contractor's capital outlay (allowable for subgrants only)	\$	\$	
	Total budget:	51,000	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Drop Out Prevention		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Academic Coaching			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs: 37,500	# of positions: 1	116,700	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$
	Contractor's supplies and materials		\$3,300	\$
	Contractor's other operating costs		\$4,200	\$
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$
Total budget:		\$120,000	\$	
3	Specify topic/purpose/service: Drop Out Prevention		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Counseling, Peer Counseling, two class periods for case load			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs: 15,000	# of positions: 1	15,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials			\$
	Contractor's other operating costs			\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$45,000	\$	
4	Specify topic/purpose/service: Academic Enrichment		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Student Support-Developmentally Appropriate Extra Curricular Activities			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs: 15,000	# of positions: 1	45,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		45,000	\$	
5	Specify topic/purpose/service: Professional Development Classroom Management		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Cultural proficiency training/ Digital Learning, Classroom Management, Differentiation in the Classroom, Effective Instructional Strategies			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 2	\$270,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$270,000	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 101912		Amendment number (for amendments only)	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service: Professional Development Teacher		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Kagan Strategies, Data Analysis Cooperative Learning		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions: 3	\$
	Contractor's subgrants, subcontracts, subcontracted services		150,000
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		150,000	\$
7	Specify topic/purpose/service: Professional Development Literacy		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Masters of Literacy, Close Reading, Vocabulary Across Curriculum		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions: 4	\$
	Contractor's subgrants, subcontracts, subcontracted services		300,000
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		300,000	\$
8	Specify topic/purpose/service: Professional Development Math		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Scope and Sequence, Algebra Readiness, Data Management,		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		300,000
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		300,000	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$1,281,000	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) 3-Year Grand total		\$1,281,000	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 101912				Amendment number (for amendments only):			
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1						\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized						\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$300,000	\$
3-Year Grand total:						\$300,000	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$30,000	\$
	Specify purpose: 5 staff members to attend ASCD conference each year		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$30,000	\$
	Specify purpose: college tours and career related travel for students		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000	\$
3-Year Grand total:		\$65,000	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

Travel for staff - registration fees for conference - \$450; airfare - \$500; hotel - 4 nights hotel at \$150/night; per diem - \$75/day; ground transportation - \$150 --Total for trip = \$2,000 x 5 people = \$10,000 per year x 3 years = \$30,000

Travel for students = \$2,500 per grade level for college tours and career related field trips x 4 grade levels = \$10,000 x 3 years = \$30,000 - Costs may include transportation, lodging, and food depending on the location of the college.

Mandatory grant related training/meetings in Austin - costs that do not require specific approval

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID:			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2	Teacher Laptops	13	\$1,500	\$19,500	\$
3	Printers	5	\$600	\$3,000	\$
4	LCD Projectors	10	\$600.00	\$6,000	\$
5	Laptop Carts	3	\$35,000	\$105,000	\$
6			\$	\$	\$
7	Smart Boards	10	\$5,000	\$50,000	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$183,500	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

717

Category	Number	Percentage	Category	Percentage
African American	640	89.3%	Attendance rate	87.4%
Hispanic	69	9.6%	Annual dropout rate (Gr 9-12)	9.2%
White	4	.06%	Annual graduation rate (Gr 9-12)	70.5%
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	7%
Economically disadvantaged	549	76.6%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	33%
Limited English proficient (LEP)	13	1.8%	Students taking the ACT and/or SAT	93
Disciplinary placements	35	3.6%	Average SAT score (number value, not a percentage)	1077
American Indian	2	.03%	Average ACT score (number value, not a percentage)	16.1

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	30.4	68.4%	No degree	1	2%
Hispanic	7	15.8%	Bachelor's degree	31	72%
White	2.0	4.5%	Master's degree	12	22%
Asian	3	6.8%	Doctorate	2	4%
1-5 years exp.	13	29.3%	Avg. salary, 1-5 years exp.	11	23%
6-10 years exp.	13	29.3%	Avg. salary, 6-10 years exp.	12	27%
11-20 years exp.	11.4	25.6%	Avg. salary, 11-20 years exp.	12	27%
Over 20 years exp.	5	11.3%	Avg. salary, over 20 years exp.	11	23%

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											236	168	142	171	717
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:										烽					717

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															51
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															51

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to determine the best strategies to meet the needs of our students, a team of staff, parents, and community leaders met to review data that would help us decide what will work best for our students. We reviewed all types of data, including academic, behavioral, and community data. In reviewing this data, we discovered several key things.

Community: Worthing High School is located in the Sunnyside neighborhood of Houston, Texas. Crime in this community is extremely high and according to the Houston Chronicle (April 30, 2013), the community surrounding Worthing High School is listed as one of the most dangerous neighborhoods in the U. S. In reviewing the most recent statistics included in the City of Houston Super Neighborhood Demographic and Income Profile, the per capita income of the community in which Worthing High School resides is \$10,567 (City of Houston, 2014). This income is compared to the per capita income of the United States of \$42,693 and the state of Texas of \$41,471 (U.S. Dept of Commerce, 2012). This neighborhood is one of the poorest in the city. In addition to poverty, the educational attainment of this community is low. As the table below shows, almost 82% of the adults in the community have no advanced education.

Table 6 Educational Attainment and Employment Rate of Communities of Schools

Schools	< than grade 9	Some High School	HS Grad	Some college	Associates Degree or more	Unemployment Rates
Worthing HS	26.1%	31.8%	23.7%	12.2%	6.2%	14%

Source: City of Houston Super Neighborhood Demographic and Income Profile, 2014

Academic: Worthing High School is a school in need of improvement as identified by TEA. Student achievement has been unacceptable for many years. Worthing's student enrollment has also been on the decline for many years. During the 2013-2014 school year a total of 621 students were enrolled as of October 2013, a decrease of approximately 100 students from the 2012-2013 school year. There are close to 900 students in Worthing's attendance zone attending other high schools in Houston (Houston Independent School District, Research and Accountability Department, 2013)

Snapshot Enrollment

	Fall 2013	Fall 2012	Fall 2011	Fall 2010	Fall 2009	Fall 2008
Worthing HS	717	794	932	1,017	1,012	1,022

SOURCE: Texas Education Agency, Texas Academic Performance Report 2013 Academic Texas Education Agency Excellence Indicator System, 2011-2012-2007-2008 Houston Independent School District/School Profiles, 2011-2012

Student attendance has been on the decline also for several years, (At the conclusion of the fifth grading cycle, 60% of the student body had been absent more than ten days. The current daily attendance rate is 86% which is below that for the district and the state; this data is tied to challenges with truancy.

Student Attendance Data

	2011-12	2010-2011	2009-2010	2008-2009	2007-2008
Worthing Average	87.4%	86.5%	89.2%	90.5%	93.1%
District Average	95.7%	95.4%	95.1%	95.2%	95.0%
State Average	95.9%	95.7%	95.5%	95.6%	95.5%

SOURCE: Texas Education Agency, Texas Academic Performance Report 2013 Academic Texas Education Agency Excellence Indicator System, 2011-2012-2007-2008 Houston Independent School District and School Profiles, 2011-12

The administration and school based leadership Team recognize that failing to be in school equates to lost instruction and perhaps failing courses or dropping out. The current reform effort and future intervention plans will continue to address the need to increase the rate of student attendance.

Another indicator of the need of additional interventions is the school's large number of overage and under credit students. Over 50% of the student body is overage. Students who were two or more years overage for their grade level were absent from school more often due to unexcused absences when compared to students at an appropriate age for their grade. The same pattern can be observed for total days suspended, where there is a clear correlation between a student's age relative to grade and average days suspended. The school's approach will be to provide multiple options credit recovery, opportunities for intensive academic support and targeted instruction.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The last three years have shown a significant decline in TAKS and STAAR proficiency. The 4-Year Cohort Graduation Rate and the dropout rate respectively remain much lower and higher than district and state averages.

Graduation Rates

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Worthing Average	68.5%	76.8%	70.8%	80.9%	73.9%
District Average	78.8%	78.5%	74.3%	84.2%	81.3%
State Average	87.7%	85.9%	84.3%	90.6%	89.5%

SOURCE: Texas Education Agency, Texas Academic Performance Report 2013 Academic Texas Education Agency Excellence Indicator System, 2007 - 2012; Houston Independent School District and School Profiles, 2011-2012

Drop Out Rates

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Worthing Average	9.2%	5.4%	3.1%	3.8%	3.4%
District Average	3.9%	3.1%	3.9%	4.4%	4.8%
State Average	2.4%	2.4%	2.4%	2.9%	3.2%

SOURCE: Texas Education Agency, Texas Academic Performance Report 2013 Academic Texas Education Agency Excellence Indicator System, 2007 - 2012; Houston Independent School District and School Profiles, 2011-2012

Another piece of important data is that currently 51% of students passed STAAR EOC in 2013 in reading and 25% in writing. The students performed worse in reading than the year below, and much less than the district and state average.

STAAR Percent at Final Level II or Above

	2012-2013 Worthing	2011-2012 Worthing	District Average	State Average
Reading	51%	60%	74%	79%
Writing	25%	20%	58%	63%

SOURCE: Texas Education Agency, Texas Academic Performance Report 2012-2013

Worthing High School needs additional staff to teach coursework that is needed for the school to improve proficiency. An instructional coaching team will assist staff to improve practice, monitor progress, and customize support to address student needs.

Behavioral: The Disciplinary Referrals of 67% for Worthing High School is 20% higher than the district average of 47%. Many of the perceptions regarding attendance, tardiness, and disrespect will be addressed through the intervention of adding personnel to address the behavioral, social, and emotional issues of students. Additionally, the large percentage of students with disabilities and referrals for discipline reasons shows there is a need to provide cultural proficiency.

Table 4 Incident and Referral Reports of HISD Students

Year 2012- 2013	Enrollment	Referrals for disciplinary reasons (Baseline) (GPRA 2)		Bullying Reports	Contact Data Psychological Services	SWD %
		Number	Percent			
HISD	202,586	94,570	47%	46,190	22,276	8%
Worthing HS	886	596	67%	119	6	21%

Source: HISD Student Disciplinary Action Summary Reports, 2012-2013; HISD, District and School Profiles, 2012-2013; PEIMS data; 2013 Youth Risk Behavior Survey; SWD-(Students with Disability - Special Education)

Additional needs: The data also shows there is a need to increase parent and community involvement. Additionally, the Teacher Profile and the HISD Performance Appraisal system show that there is a need to increase the efficacy and pedagogical skills of the teachers. Our research also discovered that teacher attendance is a major challenge.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a need to increase reading achievement	A program will be established to address the literacy needs of our students by focusing on reading and writing designed to improve literacy skills. Every teacher across the content area will become teachers of reading Provide additional tutoring to students during the literacy block - 60 Minutes Literacy Block—every day Re-open library and empower students to read the recently purchased culturally relevant materials Build classroom libraries in every content area Work closely with feeder schools to align the literacy work
2.	There is a need to increase the number of students who graduate on time with their peers	The establishment of Colts Success Academy to provide students who are at risk of academic failure intensive intervention and support in core instructional areas and reduce the risk of dropout for over age/under credit students and those students who are missing core academic requirements. The Colts Success Academy will be offered during the school day, after school, and on Saturdays. Students in the program work closely with teachers (either individually or in small groups) to receive targeted intervention and to complete coursework for on-time graduation.
3.	There is a need to increase student engagement and improve student attendance rates	Re-assigning responsibilities to staff to address truancy Provide additional 2 personnel to address truancy Each staff member has to serve as an academic coach---check/connect (Teacher will be trained on how to do the outreach with families and students.)
4.	There is a need to provide additional supports to the 25% of the population who are students with special needs	Worthing HS will become a full inclusion model. Additional staff with high-qualified certification to support in classrooms (2 Sp. Ed. Teachers)
5.	There is a need to increase the parent and community engagement at the school	A focus on community involvement through parent and family engagement using both traditional and non-traditional methods. The goal is to establish a Parent Academy at Worthing High School. Parents will be encouraged to be actively involved in the creation and implementation of the Parent Academy. In alignment with parent and community goals, Worthing will work to build partnership with community organizations to support parent education and involvement. No More Victims Classes taught at Worthing

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Schedule #14—Management Plan

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Masters Degree required At least three years experience as an exemplary Principal or a person in a similar leadership capacity Administrative Certification
2.	Program Administrator	Masters Degree Required At least two years experience required in a leadership capacity Administrative Certification
3.	Principal	John Modest is the principal of Worthing High School. He was recruited and hired in October 2013. Mr. Modest has over twenty years experience as a school principal. He has a proven track record of turning around low performing high schools. He has also served as a Regional Superintendent, School Transformation Coach, District Level Administrator, Assistant Principal, and Teacher. Mr. Modest's experience as a school leader has enabled thousands of students to receive a quality education and matriculate to the next level. Qualifications for position: Masters Degree required; Experience" At least three years experience as an exemplary Principal or a person in a similar leadership capacity; Certifications: Administrative Certification
4.	Assistant Principal	Has been employed with the Houston Independent School District for 24 years. During this time frame he has served as Principal, Dean/Assistant Principal, Teacher, and Athletic and Academic Coach. During his tenure he has impacted thousands of students. His most notable accomplishment is that he was able to lead a turnaround effort in what was once the largest middle school in HISD and possibly the State of Texas; which bolstered an enrollment over 1900 students. His leadership afforded him an opportunity to move an academically unacceptable school to the ranks of being one of acceptable; thereby effectively getting his campus out of "school improvement." Qualifications for position: Masters Degree required; Experience" At least three years experience as an exemplary Principal or a person in a similar leadership capacity; Certifications: Administrative Certification.
5.	Instructional Coach	Teacher Certification, Highly qualified in content area Masters preferred
6.	Counselor	Teaching Certificate Counselors Certification Experience working with At Risk Populations
7.	Community liaison/parent coordinator	Bachelor's Degree Preferred At least one year experience in a community organization position
8.	Data entry clerk	At least one year experience of data entry, preferably within a Texas high school
9.	Tutor	College Graduates Preferred

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's Procurement Services Department is responsible for facilitating the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. Through this synergistic effort, both the supplier and HISD will benefit from working as business partners to strengthen the social and economic foundation of the district and the community at large. The mission of the HISD Procurement Services Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. In other words, the right products and services, at the right cost, from the right supplier, to the right location, at the right time, every time.

Procurement Services has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. The district is required to competitively bid any/all expenditures greater than \$10,000.00 in the aggregate; meaning just about every purchase made by the district.

BIDS AND PROPOSALS: All expenditures (district-wide) must be competitively bid by the Procurement Services Department, only. Competitive bids are generally solicited either by means of a Request For Proposal (RFP), or a competitive sealed bid (or proposal). While RFP's may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Procurement Web site and are physically posted on the district bulletin board in the Hattie Mae White Educational Support Center.

Usually, all contracts that require Board of Education approval (\$10,000. or greater) will result in a Master Agreement (contract), against which, one or more purchase orders may reference.

MINORITY AND WOMEN BUSINESS ENTERPRISES (M/WBE) PROGRAM: HISD, in keeping with its high standards, good business practices and fiduciary responsibility as a taxpayer supported public entity, continually strives to ensure that all Suppliers have the opportunity to support HISD, and is committed to providing equal procurement opportunities to MWBE Suppliers. HISD defines M/WBE Suppliers as a business enterprise that is at least 51% owned, operated, managed, and controlled by one or more members of the following socially or economically disadvantaged groups: African Americans, Hispanic Americans, Asian/Pacific Island Americans, Native American Indians (American Indians, Eskimos, Aleuts, and native Hawaiians), and women. HISD's minimum MWBE goal is 20% of all purchasing and construction, and 25% for professional services. At the very least, good faith efforts in the use of MWBE's are required by policy in the purchase of:

- Goods and Nonprofessional Services s (General and Subcontractors)
- Construction Contract
- Professional Services

All district suppliers are asked to commit to the same goals when doing business with their suppliers. M/WBE seminars are held on the first (business) Monday of each month.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project's evaluation plan includes both formative and summative components to ensure ongoing monitoring for continuous improvement. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Program Administrator (PA). The PA will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation and monitoring of the proposed project. The PA, with assistance of the Houston ISD Research and Accountability Department, will report, where appropriate on a quarterly and end-of-year basis, both formative and summative program findings to the Campus Principal and school staff, parents and community members, key partners, the Houston ISD Superintendent of Schools and Board of Trustees, and the Texas Education Agency.

The products of the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement. The plan for ongoing monitoring for continuous improvement will be based on the stated goals and objectives, as outlined previously. The proposed project's processes will be continually reviewed and improved.

In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan, at the campus level that:

- Will convene regular meetings with staff and other stakeholders for discussing monitoring and progress;
- Based on these meetings with stakeholders for discussing monitoring and progress, program modifications, as needed, will be formulated and implemented;
- Surveys will be provided, at any time, to elicit feedback from students, parents, and other stakeholders; and
- For issues that cannot be resolved at the campus level, the Campus Principal will report these challenges, in a timely manner, to the Superintendent of Schools for quick resolution.

The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement will be made available and will be communicated to all staff and stakeholders at the beginning of the project's grant period, as well as available for reference, at any time, by making a request to the PA.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Worthing High School is fully committed and looking forward to the continuation of this program beyond the initial period of the grant. Therefore, we will actively work to meet the needs and objectives stated in the grant as well as to seek out other sources to fully continue the program in subsequent years beyond the grant period. There are five (5) key strategic plans in place to sustain the program beyond the end of the grant cycle as follows:

1. An increase in per-pupil funding due to an increase in student enrollment. The strategies that we are planning will increase interest in remaining in the neighborhood school and will provide high-profile partners who support the program in order to attract new and current students and families, increase rigor in the classroom, and provide an opportunity to revitalize the school with a rigorous and engaging curriculum. This revitalization of the school will increase student enrollment and increase funding, thereby providing additional training dollars to continue to maintain the program at Worthing High School.
2. An increase in Career and Technology Education (CATE) funding. An increase in student enrollment will also bring an increase in the funding allotment for CATE. These additional funding dollars will also provide an opportunity to sustain the career readiness programs at Worthing High School beyond the term of the grant.
3. Business Partnerships. Worthing High School is currently establishing written partnership letters with the many local and citywide organizations such as: University of Texas, School of Public Health, Baylor College of Medicine, Prairie View A&M University, Houston University, and Texas Southern University. These organizations have agreed to work with Worthing High School and provide continued support beyond the end of the grant period.

The strategic intent of the Houston ISD is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and the majority. With that in mind the district is poised to lengthen the school hour, with additional teacher time and rigorous tutorials in the lowest performing high schools as a means of closing this achievement gap. HISD is adopting the lengthened time, rigorous tutorials and parent commitment as a culture in the bid to transform these schools into high achieving, college and career ready life-long learning community. The district is committed to finding resources through Title 1, foundations matching grants, and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued, and can develop relationships with their educators.

Incorporation of Project activities into district strategic and academic plan

Mentoring relationships between Exemplar and Targeted Schools to foster best practices and develop relevance and rigor in student activities. Targeted schools will meet regularly in PLCs to examine student work and teacher curriculum delivery with exemplar schools as coaches and mentors. Principals will provide on-going feedback after classroom walk-through to validate learning and to help teachers improve on student learning. New teacher pathways include Principals, district administrators and all teachers new to the district, training-of-trainer (TOT): training incorporated in new teacher in-service to enable teachers to understand the core values of the district.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Houston ISD Board of Education is totally on board with transforming schools to be a benefit to the students. Houston ISD has developed a strategic direction that will guide the best course of action for its students in order to realize the goals outlined by the Board of Education. The objectives of strategic planning process are: (1) create a clear picture around efforts to increase student achievement; (2) integrate findings from other ongoing efforts (e.g., The New Teacher Project (TNTP)); (3) outline a set of strategic initiatives that enable HISD to meet its goals, assembling current efforts into a single picture and identifying gaps; and (4) determine any adjustments required to current resources both human and financial to support the strategic initiatives. Houston ISD plans to create an implementation and communication plan to support actions and gain alignment from key stakeholders on path forward.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Freshmen Academy	1.	Increased STAAR proficiency for English, Algebra I, Biology2. Increase first time ninth grade promotion EOY STAAR
		2.	Assess student progress through daily formative assessments, common assessments, district benchmarks,
		3.	EOY STAAR
2.	Instructional Coaches	1.	Quarterly review of fidelity of implementation
		2.	Establish a schedule for targeted support through job embedded professional development and collect attendance
		3.	Work in PLCs to establish goals for student learning, develop common assessments, adjust instruction based on data, develop interventions for students not experiencing success
3.	Colts Success Academy	1.	Increase graduation rate by 5 percentage points a year from 68.5 to 78.5 two year goal.
		2.	Reduce dropout rate by 2 percentage points a year from 9.2% to 5.2 %
		3.	Quarterly review of fidelity of implementation
4.	Check In/Check Out	1.	Increase daily attendance rate by 2 points a year from 87.4 to 91.4 . Document phone contacts via phone logs
		2.	Document the number of home visits for attendance concerns
		3.	Document phone contacts via phone logs
5.	Parent Academy	1.	Increase parent involvement by 15% through traditional and non-traditional involvement and engagement.2.
		2.	Collect data from: Volunteer Lists Partnership Data Parent Contact Logs PTA Events School-based event involvement 3.
		3.	Organized PTO

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project's evaluation plan includes both formative and summative components. A goals-based approach will be used to evaluate the proposed project. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanisms that will be implemented. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Program Administrator (PA). The PA will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation of the formative evaluation.

The formative evaluation will be conducted to determine if the proposed activities are indeed being implemented, as described in the project's goals and objectives, and whether or not they are contributing to the overall success of the program. Progress reports will be prepared by the PA, with the assistance of the Houston ISD Research and Accountability Department, and will be submitted in a timely manner to TEA, as required.

The PA will utilize the goals and objectives to assess the following general indicators:

- (1) To what extent are the activities of the proposed program being implemented as planned;
- (2) To what extent are the objectives of the proposed program being met;
- (3) To what extent is the quality of the professional development meeting the needs of the teachers and school;
- (4) To what degree has the proposed program stimulated systemic changes in the teacher knowledge, skills, and practice as it relates to improving the quality of education;
- (5) To what degree has this program impacted student achievement; and
- (6) To what extent has parent participation increased?

The formative evaluation plan will also assess all grant-related activities, as implemented. The formative evaluation reports will provide detailed analysis and project findings on the following:

- Quality, type, and degree of planning, implementation, and evaluation of project activities;
- Quality, type, and degree of collaboration with project partners;
- Quality and level of communication with and reporting to management on the progress of the project and any problems encountered;
- Quality, type, and degree of participatory involvement practiced by the principals, teachers, parents, and, when appropriate, students;
- Quality, type, and level of professional development activities;
- Quality, type, and level of services actually provided to the targeted population;
- Quality and type of curriculum that is utilized;
- Quality and type of instruction;
- Quality of any products or documents developed as part of the project;
- Strengths and weaknesses of the project design, implementation, and evaluation; and

Extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented.

The Houston Independent School District will transform identified schools by:

- Expanding and elongating the school day and providing intensive tutoring during upcoming school year
- Developing a world class data management system
- Designing and aligning curriculum to high reaching standards Including strong formative assessment processes
- Implementing new school improvement plans district wide
- Continuing to focus on placing effective teachers in every classroom and effective principals in each school
- Providing research-based training programs for teachers and principals

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. The establishment of Colts Success Academy to provide students who are under-credited with a modified school day schedule .	08/2014	06/2017
			B. Student will work closely with teachers (either individually or in small groups)	08/2014	06/2017
			C. Academic Coaching Program will be implemented to identify student needs	08/2014	06/2017
			D. Saturday School established to assist student at risk of academic failures	08/2014	06/2017
			E. Extended School day will be offered	08/2014	06/2017
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. All certified staff and non-certified will receive professional development on becoming an academic coach who monitors academic performance of each student.	08/2014	06/2017
			B. Bi-weekly Common Assessments	08/2014	06/2017
			C. Daily Formative Assessments will be embedded in lesson plans	08/2014	06/2017
			D. District Level Assessments will be administered every three weeks	08/2014	06/2017
			E. STAAR End of Course	08/2014	06/2017

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Daily Literacy Block will be embedded in master schedule	08/2014	06/2017
			B. Classroom teachers will receive job embedded professional development on the use of culturally relevant materials.	08/2014	06/2017
			C. Weekly Fluency Reads	08/2014	06/2017
			D. Weekly Literacy Circle classes during which students record ed for Reading Comprehension	08/2014	06/2017
			E. Hire Literacy Fellows to assist with reading instruction	08/2014	06/2017
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A Daily Formative Assessments will be embedded in lesson plans	08/2014	06/2017
			B. Review Bi-Weekly Common Assessments	08/2014	06/2017
			C. Review Weekly Fluency Reads - Provide tutorials or other supports to assist students who do not do well.	08/2014	06/2017
			D. District Level Assessments will be administered every three weeks	08/2014	06/2017
			E. Review STAAR End of Course - Provide tutorials or other review sessions to assist students who do not do well.	08/2014	06/2017

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	John Modest Hire Date: October 2013	08/2014	06/2017
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be	A. Review SAT/ACT Results - Provide tutorials or other review sessions to assist students who do not do well.	08/2014	06/2017
			B. Review Bi-Weekly Common Assessments - Provide tutorials or other review sessions to assist students who do not do well.	08/2014	06/2017
			C. District Level Assessments will be administered every three weeks	08/2014	06/2017
			D. Review Attendance Data - Increase check and connect strategies with the students	08/2014	06/2017
			E. Review Drop Out Data - Provide a student outreach campaign at the beginning of each semester and ongoing	08/2014	06/2017
			F. Review Graduation Rate - increase mentoring and check and connect strategies of student who are off track	08/2014	06/2017
			G. Review STAAR End Of Course Data - Provide tutorials or other review sessions to assist students who do not do well.	08/2014	06/2017

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		based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	H. Review Data from Texas Success Initiative	08/2014	06/2017
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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Research also indicates that sustained job-embedded professional development, coaching, and mentoring have the most impact in increasing teacher effectiveness, showing an increase in student engagement during instruction, and increased levels of differentiation to meet the needs of the learners (New Teacher Center, January 2009). The Instructional Coaching team, consisting of expert academic core subject coaches who work to raise teacher effectiveness through intentional collaborative planning, modeling of instruction, and supporting the Professional Learning Community (PLC) structure for instruction that is rigorous and relevant.	08/2014	06/2017
			B. The Instructional Coaching team will work at Worthing to provide assistance as indicated through data analysis and weekly debriefing meetings with administration to ensure alignment with the reform efforts indicated in the TTIPS application and the school improvement plan. Instructional coaches will provide job-embedded, intensive professional development including cognitive coaching, observations of classroom practice, modeling of lessons, and leading common planning.	08/2014	06/2017
			C. The Instructional Support Coaching Model directly relates to the Transformation Model's components of developing and increasing teacher and school leader effectiveness and	08/2014	06/2017

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			implementing comprehensive instructional reform strategies. The Instructional Support Coaching team model has been shown to increase teacher effectiveness. Additionally, the work of the coaching team will lead to sustainable, ongoing growth at Worthing because of their three years of direct, intensive support.		
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	<p>A. Freshmen Academy</p> <p>An identifiable trend is being noticed in public school education today. That trend is called the "ninth grade bulge" and "tenth grade clip." The ninth grade bulge refers to the disproportionate number of ninth grade students who are failing to be promoted. The rate is much higher than other grades within the high school. It is reported that the failure rate for grade nine is 3 to 5 time higher than all other grades. Almost always, the ninth grade is the largest grade configuration. The tenth grade clip refers to the high number of students who drop out between ninth and tenth grade at times due to lack of promotion and other factors (Wheelock and Miao, 2005).</p> <p>Not only do ninth graders fail classes in larger numbers they are also suspended from school more frequently as compared to other grades. Additionally, more minor infractions occur disproportionately in the ninth grade class.</p>	08/2014	06/2017
			<p>B. Research supports that if a ninth grader fails more than one class, the student becomes discouraged and is less likely to graduate. One of the encouraging strategies in the nation to decrease non-promotion and dropout rate in ninth grade is to implement a Freshmen Academy. Freshmen Academy is a transitional program that provides first time ninth graders a smaller more personalized experience as</p>	08/2014	06/2017

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			<p>they adapt to the high school environment. The main goal for the Freshmen Academy is to create smaller, more personal learning communities that foster high academic and social expectations. Freshmen Academy is designed to counteract student stagnation in the 9th grade and to improve literacy and mathematical skills, and to give students support for the emotional and social transitions. The Freshmen Academy provides support for those students needing academic remediation while providing transition classes for all freshmen to help support high school success and graduation. Students will be exposed to the "culture" of the school, behavior modification, study skills, time management, and other skills needed to increase retention and passing rates, decrease discipline and behavior problems.</p>		
			<p>C. A key component of the Freshmen Academy is the use of core Professional Learning Community (PLC) principles, including teachers working collaboratively to support all students. Additionally, a wide range of services are provided by guidance and support staff to support student learning and growth. Worthing High School's Freshmen Academy will be supported by a Dean of Students, a Transition Counselor, and four academic teachers to reduce class sizes. In addition to working with the school-based administration, the Dean of Students and Transition Counselor will provide targeted support for ninth grade students and ninth grade teachers to ease the transition to high school and begin providing course, career, college, and pathway guidance. To support students' transition into high school, Worthing will designate a separate area of the</p>	08/2014	06/2017

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			building for the academy.		
			<p>D. Key components to the success of a Freshman Academy</p> <ul style="list-style-type: none"> • A separate area of building, designated solely for ninth grade students. • Integration of the Transition Counselor role into HB5 curriculum to help students develop educational and self-awareness. • Freshman Academy teachers will collaborate to establish a common system of class rules, procedures, and expectations to ensure consistency across all classrooms. • Program planning sessions that include meetings with students, parents/guardians, teachers, Transition Counselor, and the school's Future Academy and Linked Learning Pathway Director to discuss student interests, performance, and goals for high school and post-high school college and career experiences. • Freshman Academy personnel working to bridge communication gaps between schools, families, students, and teachers to ensure clear understanding of high school expectations 	08/2014	06/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Extended School Day	08/2014	06/2017
			B. After School Tutorials	08/2014	06/2017
			C. Saturday School	08/2014	06/2017
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Extended School Day	08/2014	06/2017
			B. After School Tutorials	08/2014	06/2017
			C. Saturday School	08/2014	06/2017
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Community Based Service Learning	08/2014	06/2017
			B. Career Academies	08/2014	06/2017
			C. Dropout Prevention Activities	08/2014	06/2017
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within	A. Embedded Professional Learning Community Meetings	08/2014	06/2017
			B. Faculty Meetings	08/2014	07/2017

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		and across grades and subjects.	C. Department Meetings	08/2014	06/2017
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Establish a Parent Academy at Worthing High School. Parents will be encouraged to be actively involved in the creation and implementation of the Parent Academy.	08/2014	06/2017
			B. Build partnership with community organizations	08/2014	07/2017
			C. Parent Education Classes	08/2014	06/2017
			D. Home Visits	08/2014	06/2017
			E. Bi-Monthly Parent Meetings	08/2014	06/2017
		2. Provide ongoing mechanisms for community engagement	A. Bi-Monthly Parent Meetings	08/2014	06/2017
			B. Establish Parent Teacher Organization	08/2014	10/2014
			C. Establish Parent Academy	08/2014	12/2014
			D. Project Based Learning	08/2014	06/2017
			E. Community Service Projects	08/2014	06/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	<i>Improve School Climate</i>	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Provide professional development on culturally responsive teaching strategies	08/2014	07/2017
			B. Assign staff to meet with the principal and external technical assistance provider	08/2014	07/2017
			C. Appoint parents and community members to meet with and provide information and feedback to the technical assistance provider.	08/2014	07/2017
			D. Complete all reports in a timely manner	08/2014	07/2017
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	<p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p>	A. 50% of Professional staff has been replaced	08/2014	07/2017
			B. Weekly check of Lesson Plans	08/2014	07/2017
			C. Daily Walkthroughs	08/2014	07/2017
			D. Teacher Conferences weekly on classroom observations	08/2014	07/2017
			E. Job Embedded Professional Development provided by Instructional Coaches	08/2014	07/2017
			F. Annual appraisals	08/2014	07/2017
			G. Weekly PLC Meetings	08/2014	07/2017
			H. Faculty Meetings	08/2014	07/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Teachers participate in the district-wide ASPIRE teacher incentive program	08/2014	07/2017
			B. Provide walk-throughs	10/2014	07/2017
			C. Provide feedback to teachers after appraisals and walk-throughs.	10/2014	07/2017
			D. Provide teachers with an exit plan if they are not producing effective results.	08/2014	07/2017
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Data Analysis	08/2014	06/2017
			B. Scope and Sequence Professional Development	08/2014	06/2017
			C. Literacy across the Curriculum	08/2014	06/2017
			D. Classroom Management	08/2014	06/2017
			E. Cultural Competencies	08/2014	06/2017
			F. Effective Instructional Strategies	08/2014	06/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Teachers participate in the district-wide ASPIRE teacher incentive program	08/2014	07/2017
			B. Provide opportunities for teachers to take positions of leadership on the campus	10/2014	07/2017
			C. Provide feedback to teachers after appraisals and walk-throughs.	10/2014	07/2017
			D. Provide increased opportunities for professional development and other supports.	08/2014	07/2017

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance		1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
			F.		
			G.		
			H.		
			I.		
			J.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction		1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as horizontally aligned.	A.		
			B.		
			A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal.	Provide name and date of hire for principal or date of anticipated replacement:		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
		3. Adopt a new management approach which includes the following: a. To report to the superintendent or chief academic officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability			
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in core academic subjects and activities that are not well served by the standard school day.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	School	al- es	B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teaching	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional plan and design, and ensure they are equipped to use effective teaching practices.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement strategies that include financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School Instructional Program	A.		
		B.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
Increase Learning Time	Redesigned School Calendar			
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use Quality Data to Inform Instruction</i>			
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
Increase Learning Time	Reopening School	E.		
		C.		
		D.		
		E.		

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Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
		C.		
Improve School Climate	School Climate	B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The strategic intent of the Houston ISD is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and the majority. With that in mind the district is poised to lengthen the school hour, with additional teacher time and rigorous tutorials in the lowest performing high schools as a means of closing this achievement gap. HISD is adopting the lengthened time, rigorous tutorials and parent commitment as a culture in the bid to transform these schools into high achieving, college and career ready life-long learning community. The district is committed to finding resources through Title 1, foundations matching grants, and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued, and can develop relationships with their educators.

Funds for this program will supplement funds from federal, state, and local funds. By using the proposed funds in a supplementary fashion, the Houston Independent School District will be able to substantially increase its ability to develop highly skilled and qualified teachers, truly transforming the educational environment and ensuring students are college-ready, career-ready, and life-ready. Such professional development will help make certain that highly qualified teachers work to engage all students.

The High School Office, including the High School Chief Officer and assigned School Support Officer will monitor the ongoing progress and implementation of the following transformation strategies:

- Capitalizing on the small schools model for greater personalization between teachers and students
- Extended learning time
 - Extended instructional day
- Intensive (high dosage) tutoring
 - Before school
 - After school
 - Two Saturdays per month
- Parental and Community Involvement
- Human Capital
 - Ongoing professional development for teachers and administrators
- Data-driven instruction
 - Assessed often
 - Assessments by objectives

Additionally, the HISD will provide technical assistance to Worthing High School on multiple levels via Central Office Administration including:

- **Grant Development Department:** General grant management and technical assistance in the completion and filing of progress reports with TEA.
- **Research And Accountability:** Assistance in accessing student data for evaluation reports.
- **Accounting/ Budgeting/Purchasing Departments:** Assistance in managing budgets, tracking of expenses, purchases; and completion of periodic financial reports as required by TEA.
- **Legal Department:** Assistance in the development and approval of contracts.
- **Curriculum Department:** Support of curricular enhancements and assistance with the district's online curricular alignment resource.
- **Transformation School Improvement Officer:** Provide forums for disseminating and sharing information regarding the outcomes of the project and assistance with observation and monitoring of campus transformation.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

The image shows the letters 'NIA' in a large, bold, 3D-style font. The letters are dark gray with a lighter gray outline, giving them a three-dimensional appearance. They are positioned in the upper right quadrant of the response area.**For TEA Use Only**

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101912 Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community partnerships	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information on tape	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only)

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new teachers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new teachers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: